

Hartwell Primary School
Subject development Plan: Maths 2021-2022

Priority: To enhance the attainment in maths across school through Quality-First teaching methods.

Success criteria

- a) To ensure **effective progression** within the teaching of mathematics.
- b) To reduce the number of children working below in mathematics (meeting the needs of the **bottom 20%** and **SEN**).
- c) To embed **metacognition** strategies and thinking in maths.

Lead role

AB has overall responsibility for implementing this priority.

Specific objective	Actions	Time frame	Resources	Monitoring and evaluation
a) To ensure effective progression within the teaching of mathematics.	<p>Share progression document with all staff as an overview of how each maths topic progresses across year groups/key stages.</p> <p>Share new Early Years guidance from White Rose. Consider how this prepares children for Y1.</p> <p>Look at long-term maps with staff. Discuss sequence of units (why) and where prior learning is re-visited.</p> <p>Talk to staff about the reasoning behind small steps and how units are broken down to build on skills. Ensure weekly plans/ books reflect these small steps in all classes.</p>	Autumn term	Staff meeting	<p>AB to monitor books after every unit, focussing on sequencing and progression of skills.</p> <p>Monitor planning</p>
b) To reduce the number of children working below in mathematics (meeting the needs of the bottom 20% and SEN).	Share RTP maths guidance documents including assessment questions.	Autumn Spring	Staff meeting: Introducing intervention.	AB to monitor new intervention on SEN timetables/observe sessions in action.

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	<p>Assess bottom 20% against RTPs (previous year group or further back if required).</p> <p>Start intervention for these children using RTP PowerPoints.</p> <p>Assess at the end of intervention against RTPs to monitor progress.</p> <p>All children (including bottom 20%) given opportunities to reason/problem solve within maths lessons.</p>	<p>Summer</p>	<p>LSA training: How to use the RTP materials.</p>	<p>Monitor progress for SEN children against RTPs.</p> <p>Lesson observations/book looks to monitor problem solving/reasoning for bottom 20%.</p>
<p>c) To embed metacognition strategies and thinking in maths.</p>	<p>Explore metacognitive strategies that could be used in maths and spread practice (third space).</p> <p>Use of knowledge organisers to activate prior knowledge.</p> <p>Children request morning work and topics for maths surgeries.</p> <p>Children select maths activities in line with their learning needs.</p> <p>Teachers explicitly model their own thinking during the problem solving process. Children encouraged to talk through their process as well as the outcome.</p> <p>Teachers use questions as prompts to elicit metacognition (e.g. What do you</p>	<p>Ongoing</p>	<p>Third space Staff meeting</p>	<p>Pupil voice: What do you do if you get stuck? etc</p> <p>Lesson observations</p>

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	know? Does your answer seem reasonable? Why?) Children experience sufficient 'struggle' within mathematical tasks.			
Total resources required:			Time: On spending plan	
			Cost: £on spending plan	
<p>Evaluation The senior staff and members of the governors' curriculum committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>				